In this chapter of Multiple Intelligences, the topics addressed have to do with assessments and how we as teachers should and should not give them. It all comes down to how the assessment is set up, from here teachers should take a step back and observe the students before throwing an assessment at them. We as teachers need to understand who our students are and how they work, this includes what type of multiple intelligence they may have. When we have figured out what kinds of learners we are dealing with then we can give them work and assess them based on the way they learn best. We find out through reading that students understand more when there is depth. When I assess my kids I want to give them questions that are not as similar to standardized test. Standardized test make it difficult for students to explore who they are in their intelligences and limit them as learners. I want them to be able to express the knowledge they have gained not just fill it with fluff. The more content a student puts into their answers the more they express to me as a teacher of what they know. It is hard to mark an answer wrong if a student has many right details and maybe one thing in a response that is wrong. Giving open ended assessments may not work for all learning types, but it should help each student be able to get the ball rolling. I really enjoyed the different types of assessments that gave examples. A variation of assessment could be something as simple as multiple choice questions and how they are worded.